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ABSTRACT

Information and suggestions are presented in this guide to assist the re-entering female student in her adjustment to college. First, the guide looks at reasons for attending college and provides an overview of some of the barriers and problems to be overcome by a woman with a family who has been away from school for some time. Some of the following sections present a series of questions or factors for the re-entry student to consider when developing college plans on the basis of life goals; choosing a program of study; and managing home and family responsibilities. Other sections suggest steps to be taken in various college activities, such as budgeting time, developing a time schedule, establishing a study schedule, studying textbooks efficiently, and taking examinations. Some of the remaining sections discuss common concerns, such as the factors involved in academic success and meeting the needs of one's children, and others define and explain terms the student is likely to encounter in attending college, obtaining credit through non-traditional means, and taking examinations. (LAL)

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WOMEN ON THEIR WAY

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THE W. O. W.

SURVIVAL

KIT

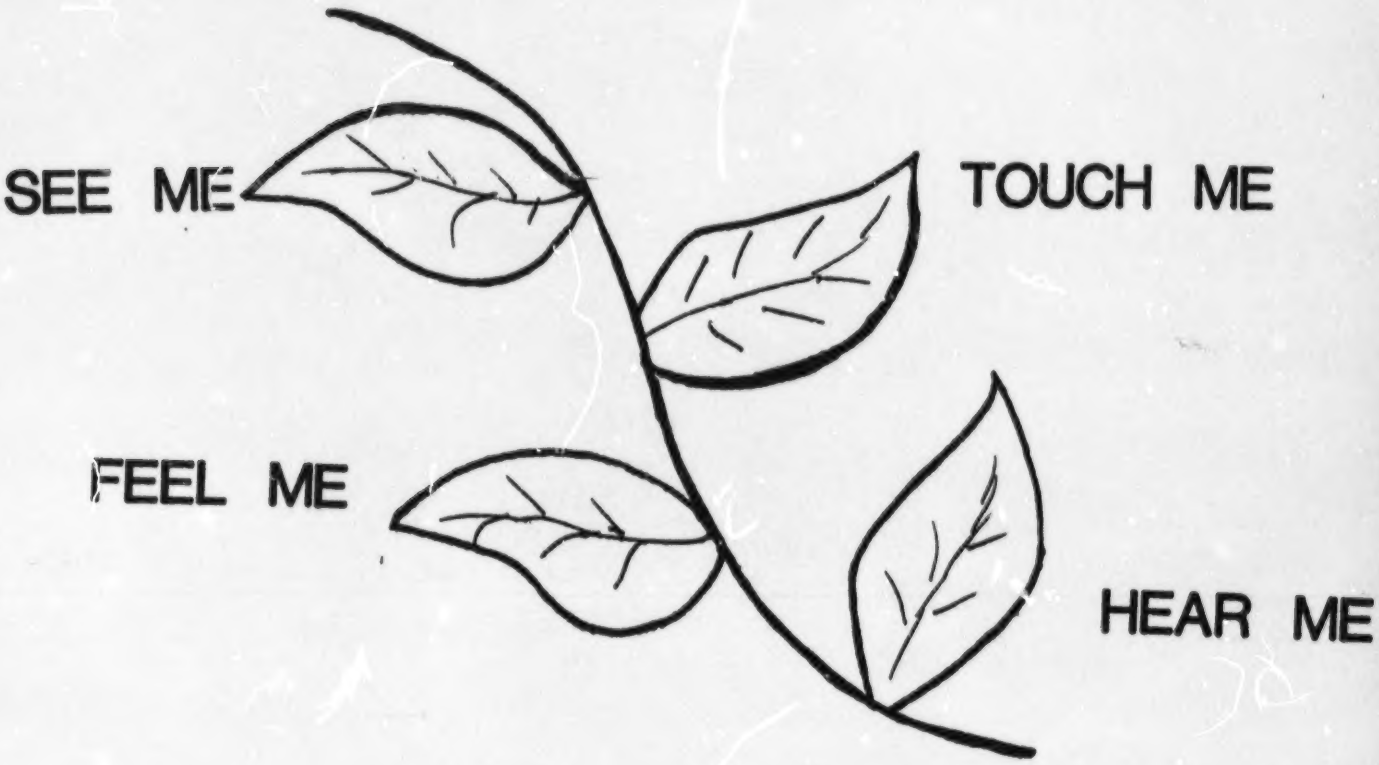
A Guide for the

Woman Entering

College

Prepared by

Patricia A. Snider
Patricia L. Valente



WATCH ME GROW

Growing! That's what returning to college is all about. The day you step inside College to attend your first class is a joyous moment -- because you've done it -- you've made the decision to return to school and grow. We join with you in celebration. Congratulations!!

And that's the reason for this survival kit. Hopefully what you read in these pages will help you make your life at College a bit easier.

Welcome!

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DON'T YOU KNOW WHO YOU

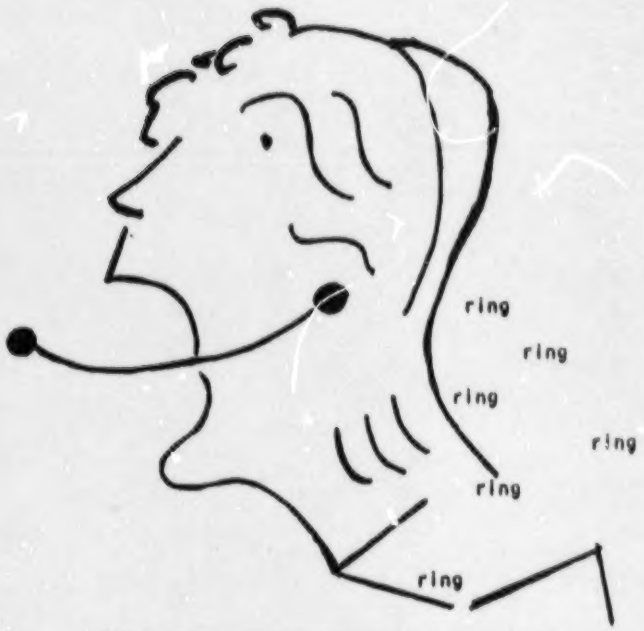
WANT TO SEE ?

YOU DON'T KNOW ? ADMISSIONS ?

FINANCIAL AID ? COUNSELING ?

WHO DO I SEE ?

I'M NEW HERE .



STRAIGHT DOWN THE HALL

RECEPTIONIST

ENTERING COLLEGE

"Me, attend college, I'm too old!"

That was my first reaction when my daughter and my husband suggested that I fulfill a dream I'd had for years, continuing my education. But two years later, out of a job and at loose ends, that is what I decided to do.

When I graduated from high school in the late forties, only a few of the girls in my high school graduating class went on to higher education. Ex-servicemen were returning and flocking into the colleges, Uncle Sam promising them a future by footing the bills for their education.

Most girls in my middle-class working background, however, joined the thousands of secretaries, clerks, salesladies, etc., who found a plentiful amount of jobs to be had. After all, we only planned to work until we were married and starting our families. We would then run our homes and rear our children as a proper wife should do, while our husbands brought home the paycheck. We would be fulfilled as homemakers and mothers; join P.T.A., Girl Scouts, become volunteers and Sunday School teachers.

A funny thing happened on the way to our future--inflation!

We brides of the 1940's and 1950's came to realize that that paycheck our wonderful husbands brought home just wasn't stretching far enough, and some of us found ourselves alone, with no husbands.

As prices rose and our children seemed to require more and more schooling if they were to meet their own expectations of a good life, the former Girl Scout leaders, P.T.A. presidents, and Boy Scout den mothers found themselves in the position of, once more, joining the working force. And, once more, we were forced to take low-paying jobs, because of our limited skills.

Then, along with inflation came: recession, chi'dren in college, weddings to pay for, our chil[illegible]n going off on their own; once more, we found ourselves

at a crossroads--we wanted something more for ourselves.

Somehow, during those busy years, we were so occupied with taking care of others' needs, we had forgotten our own.

I had reached that time in my life when I decided to return to college. I began taking secretarial courses to sharpen my skills, but soon I wanted to branch out into other fields. I enrolled in a Rhetoric class, and then a Humanities Class. I enrolled in Introduction to Psychology. How excited and happy I was to discover I was getting credit for something I had always enjoyed doing, reading. Now I am studying toward a degree.

My advice to a "mature woman" (or any other kind of woman) returning to school is: get involved! You were a Girl or Boy Scout leader, you served on committees, planned budgets, made gallons of coffee for groups. Your talents are needed. Colleges have clubs, and welcome new members. Don't be afraid of being the oldest member; they will make a mascot of you. The young people will come to you for advice, the teachers will find your participation stimulating to the class.

Your years of experience in running a home or office is just what is required for an academic life. You have the perseverance, the patience, and discipline needed for hanging in there and sticking to your guns when the schedule gets tight.

About studying: you will find that although college offers many assortments, you <u>can</u> get bogged down. As the teacher did in high school, college instructors have a way of suddenly remembering that the semester is almost at an end, and every teacher will pile on a huge assignment at the same time. Don't panic. Always choose the same place in your house or the school library to study. Your mind will accept that spot as its "study hole" and you will be able to concentrate there.

Select your priorities carefully. You may have to say "no" to going out with your friends when a paper is due, or of skipping another event to study. You will not be able to discuss the latest television programs intelligently--you won't have time to watch many.

Your husband will groan and complain sometimes because his meals are thrown together, or not even prepared at all. Your family will complain about feeling neglected; the dog will look at you with sorrowful eyes. Your friends will think you've fallen off the edge of the earth. Don't let it upset you. You are the one right now, and it's more important that you write a paper on "Leaves of Grass" than prepare gourmet meals or vacuum the rug.

Don't worry about having the proper clothes. Colleges are the most democratic places in the world. Students come to school in all assortments of dress, and no one cares what's on your body, just what's in your mind.

You don't have to try to impress Joe in English, or Mary in Biology with your latest car or gadget. No one cares whether you drive a Cadallic or a "beater." When you're in school, the only important thing is: "Did I pass that Psych test?"

In the year since returning to college, I have felt younger and more alert than ever before. I have made warm friends and found a community of supportive, caring people.

My advice is: run, don't walk, to your phone, call your counselor at the college and make an appointment to get advice on what's best for you. There are even tests you can take if, after all these years, you still don't know what you want to do with the rest of your life.

Then -- register, and begin. Welcome to my world!

COLLEGE PLANS FOR DIFFERENT LIFE GOALS

When you are making a decision about selecting a college or about selecting a program of courses in a college, it is important for you to think about the reasons why you want further education. Some people go to college because they feel that it will help them get a better job or because the kind of job they want requires college training. Others go to college to explore various life choice possibilities, or to learn more about a subject which has become of interest to them. Many people attend college for still other reasons or for a combination of several of these reasons.

1. What would you like to be doing:

   a. five years from now? _____

_____

_____

   b. ten years from now? _____

_____

_____

2. What things do you need to learn or be able to do, in addition to your present skills and knowledge, in order to reach these goals? _____

_____

_____

3. Which of these things can you learn at college or from other kinds of formal training? _____

_____

_____

If you are interested in attending college in order to get a particular job or to get a better job, it is important for you to find out first how much college training is required and, exactly what kind of college course or program is necessary. You will probably want to talk with a counselor to find out more about job requirements before you decide how attending college will help you obtain the job you want. Counselors can also help you in finding out about the kinds of jobs which you might get using the skills, competencies, and education which you already have.

Contact your college counseling center for more information or to schedule an appointment for career counseling.

I SURE HOPE THIS TEXTBOOK GETS EASIER TO UNDERSTAND

THAN THE COLLEGE CATALOG.

HOW TO CHOOSE A PROGRAM OF STUDY

College is more than just another educational experience for you. It is a new way of life--a career for the next year or two or more. Perhaps in the past going to school was required of you. Continuing your education now is your choice.

The choice to go to college was a good one, for college graduates tend to get better jobs and more pay than non-college graduates. College graduates also tend to be more educated, knowledgeable, and contribute more to society.

Now, and in the future, you will be making many choices that will determine how successful you will be with your college experience. At the onset, you should know that there is nothing to worry about if you haven't chosen a specific major or a specific career. Many students who enter college have no clear idea of what they want to do and many more change their minds about their goals as they move along in their studies.

Here are some questions to consider in selecting your first few college courses:

1. IN WHICH SUBJECTS DID I DO MY BEST WORK? IN WHICH AREAS DID I FIND IT EASIER TO GRASP IDEAS?

Consider your feelings about such subjects as reading, writing, math, science, social studies, art, music, business, industrial technology, and physical education. You may have a special flair for numbers--an area that involves math, science and computation. Or you may have a way with words which enables you to use them with skill in communicating ideas.

2. IN WHICH SUBJECTS DID I DO MY WORST WORK? IN WHICH AREAS DID I FIND IT HARDER TO GRASP IDEAS?

Consider your worst subjects. Are there any that you'd like to try again? Few people have the time and energy to become good at everything. But often our work is poor only because we didn't make the effort to improve. Getting rid of excess baggage can be a liberating experience. Courses in an Academic Skills Center can help people fill gaps in reading, writing, or mathematical ability.

3. WHAT KINDS OF THINGS DO I ENJOY LEARNING ABOUT?

Learning goes on both in and out of the classroom. It relates to the kinds of books you like to read, the clubs you have joined, the ways you have spent your leisure time, the type of volunteer work you have found most interesting, the hobbies you have engaged in. By reflecting on your natural inclinations, you may gain a better idea of what your interests are. This is important because interests give you the extra drive you need when the going gets tough.

4. WHICH CLASSES DO I CHOOSE FIRST?

Using the information that you have discovered about yourself from the above questions, select courses that are compatible with your educational background and interests. These courses may be general education requirements, or electives.

5. WHAT IS A PROGRAM?

A program is a series of courses spread out over one to four semesters or more, leading toward expertise and a degree in some field. Usually a program has three emphases:

A. General Education Requirements

This is the general all-around knowledge of an "educated person." These are usually specific courses, like English. Everyone regardless of program has to take these courses. If you have no idea of what you would like to study in college, these courses would be a good choice. Consult your college catalog for a complete listing.

B. Program Requirements

These are the required courses that make you an expert in the area that you have chosen. This could be music, education, nursing, data processing, etc. See your college catalog and consult with a counselor to determine your specific program requirements.

C. Electives

These are the courses you choose based on your interests.

6. WHAT IF I'M NOT OUTSTANDING IN ANYTHING OR STILL CAN'T MAKE UP MY MIND AFTER GOING THROUGH THE STEPS YOU SUGGEST?

We strongly urge you to make an appointment with a counselor to talk about your plans. When appropriate, he or she will help you in making your decision.

As a college student you have the opportunity to attend classes, study, develop an open attitude, exercise self-discipline, and be responsible for the planning and developing of your educational and career goals. There are many resources at college that can help you realize your goals. All you need to do is ask for them. A good place to begin is with an appointment with a counselor. In this way, you can make sure you have begun your college career with a sense of purpose and direction.

YOU AND COLLEGE

College is more than just another educational experience for you. It is a new way of life - a career for the next year or two or more. Perhaps in the past, going to school was required of you. Continuing your education now is your choice.

You will also be making choices that will determine how successful you will be with this experience. What does it take to succeed in college? Look at the following list and determine for yourself what is going to be important for your success.

1. Knowing why you are here - or what do you expect from your education.
2. Being knowledgeable about college - (rules, policies, requirements, etc.).
3. Examining and assessing yourself as a person, who are you and what do you want out of life?
4. Developing long-range goals, and making up a day-by-day plan of action to meet these goals.
5. Being in charge of yourself (you are responsible for your successes and failures). It's your life, be ready to take the praise or blame for what happens to it.
6. Having some degree of DETERMINATION and PERSEVERANCE - you don't have to be a genius to succeed - but you do have to apply yourself - you have to study and above all, KEEP ON TRYING.
7. Using appropriate college resources. You can get help from:
   INSTRUCTORS
   COUNSELING STAFF
   LEARNING RESOURCE CENTER (LIBRARY)
8. Organizing your time wisely - establishing priorities that make sense to you. How are you going to manage the following:
   1. going to class
   2. study time
   3. part or full-time work
   4. recreation
   5. family time
   6. friends

STOP:

If any of the above statements give you cause for concern, or a desire to explore further, you may need a sounding board - someone to listen to you express your concerns or help you to focus your ideas. Make an appointment with a counselor.

College is an adult community experience. This means you will have the freedom and responsibility to become what you are capable of becoming. The responsible student will use his college experience for personal growth as well as personal gain.

The college fulfills its obligation to you by providing well-equipped facilities, competent and concerned faculty and staff and a variety of supportive services. As a student, you have an obligation to attend classes, study, develop your personal best, and be responsible for your educational goals.

Your college experience will primarily be an academic one but this doesn't mean that your learning and growth as a person stops once you are outside the classroom. You are in the process of developing life goals. This happens when you:

Become involved in activities that are interesting and important to you.

Discover human relationships from an adult perspective - sharing your ideas and feelings with others.

Develop your P.Q., potential quotient, giving and getting the most out of your life.

GLOSSARY OF COLLEGE TERMS

Reading the terminology needed to understand college life sometimes resembles picking your way through a mine field. So, keeping in mind that forewarned is forearmed, the following glossary of college terms is presented.

ADVISER Person who advises students in terms of their programs, courses, and class schedule.

ASSOCIATE DEGREE Two-year degree from an accredited college or university.

AUDIT "Sitting in" on a class normally offered for credit. Student generally pays the regular fees for the class and is expected to do the work, but no college credit is received for the class.

COLLEGE CATALOG The college publication which lists general campus information, classes, and requirements for completion of courses of study in each specific area.

CLASS SCHEDULE Booklet listing proposed classes for each quarter or semester, showing days, times, rooms, and names of professors.

CLEP Credit for Life Experiences. Method by which college credit can be earned for knowledge already possessed by the student.

COUNSELOR Person who helps student with personal problems and with educational and career planning.

CREDIT-BY-EXAM Method of obtaining college credit for a specific class by taking a proficiency examination.

CREDIT-HOUR Numerical value assigned to each college or university class, depending on the amount of material covered. A class earning 3 credit-hours for a semester will normally meet approximately 3 hours per week for the duration of the semester.

DROP AND ADD Time set aside after classes have begun during which students may add or delete a class or classes from their schedule without penalty. There is a $1.00 fee for this service. The forms for this process are available in the Counseling Center.

ELECTIVE Class not specifically required in the student's course of study. May be chosen by the student on the basis of interest.

FULL-TIME STUDENT Student taking 12 or more hours of college credit in a given semester.

GRADE POINT AVERAGE Cumulative numerical value of grades earned by student. Determined by dividing total points by the total number of credit-hours attempted.

INCOMPLETE Letter "I" awarded by instructor at the conclusion of a class which indicates that the student has not completed the required work. Grade may be changed to standard letter grade upon completion of the work, usually within a specified time limit.

PART-TIME STUDENT Taking less than 12 hours of college credit (1-11) in a given semester

PREREQUISITE Course required to have been successfully completed prior to the enrollment in another class.

PROGRAM Term used to identify major area of study, i.e. Nursing, Education, etc.

REGISTRATION The process of enrolling in one or more classes for a semester.

SEMESTER Time schedule in which new classes are begun two times during the academic year, Fall semester August to December, Spring semester January to May, each semester being approximately 16 weeks in duration.

SEMESTER-HOUR Term for credit-hour because the college operates on the semester system. (see SEMESTER)

SYLLABUS Course outline or proposed materials to be covered in the duration of a specific class. (Should be gotten from teacher on first day of class.)

TRANSCRIPT The official record of all grades from a particular college or university. Cumulative record of coursework which is updated at the end of each semester. This is kept in the Office of Admission and Records.

TRANSFER Process by which a student enters a college or university after having been enrolled at another college or university.

TUITION Amount of money charged for classes, usually per semester hour.

WITHDRAWAL Letter "W" recorded when a student voluntarily drops out of a specific class within a prescribed time limit, at Morton College this limit is 2 weeks prior to the last day of classes in the semester. A small fee of $1.00 is charged for the service (see DROP AND ADD).

NON-TRADITIONAL LEARNING CREDIT
or
GETTING CREDIT FOR WHAT YOU ALREADY KNOW

You can earn credit based on what you already know. There are many innovative strategies used by colleges to award these credits which are part of what is known as the Non-Traditional Movement in higher education.

Such strategies include:

Credit for Life Experience: Credential Evaluation

Here you may get credit for work you have done in a special area such as holding a public office or certain types of volunteer work. Usually this involves preparing a portfolio describing your experiences and background and having a conference with an appropriate faculty member. If you think you would qualify for this, check with your advisor.

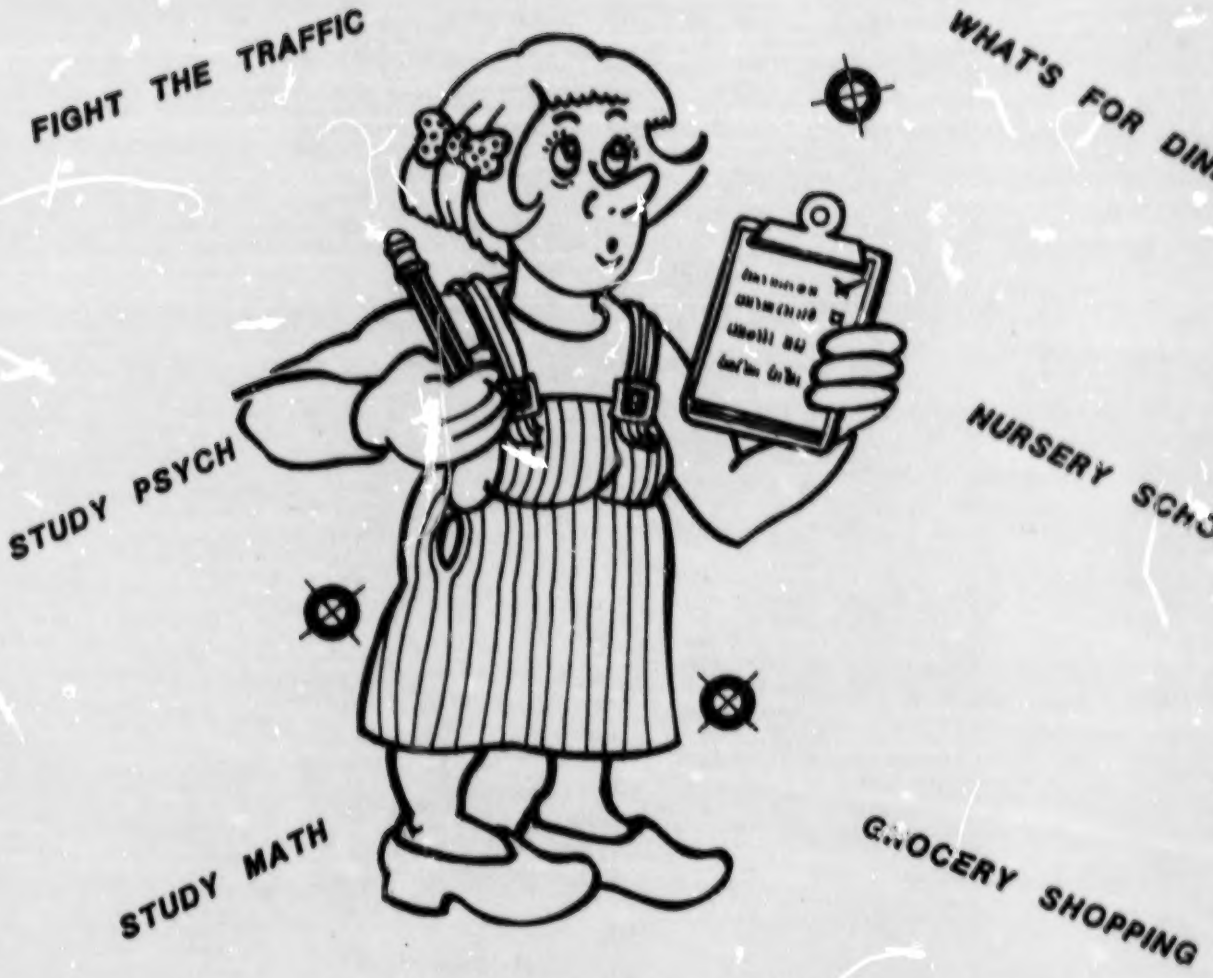
Proficiency Examination

If you wish to apply for credit in a course being offered by the college, you may request a proficiency examination. A proficiency examination will usually involve taking the final examination for the course.

College Level Examination Program: CLEP

If you wish to get credit for general education courses, you may take CLEP. This is a series of standardized examinations in English, humanities, social science, mathematics, and natural science administered by a college or university. You may choose to take one, any combination, or all five parts of the CLEP.

WHAT'S NEXT ???


FIGHT THE TRAFFIC
WHAT'S FOR DINNER
STUDY PSYCH
NURSERY SCHOOL
STUDY MATH
GROCERY SHOPPING

HOME- MANAGEMENT INVENTORY

Thoughtful analysis and planning need to be done to combine work and family responsibilities. The following checklist can help you realize the areas that warrant concern and efficient management. Check those areas that apply to your situation.

Child Care

The ages of your children and their ability to manage on their own will play a part here. Your planning should take into account both everyday responsibilities and emergencies.

____ a caring adult to tend the children in your home

____ a caring adult to tend the children and clean

____ a housekeeper to tend children, clean, and cook

____ a responsible, caring teenager to tend the children

____ a relative or friend to tend the children

____ a nursery school

____ an elementary school with luncheon facilities

____ a day-care center to care for children all day

____ summer day camps

____ summer full-care camps

____ unpaid leave for times of unusual or summertime needs

____ a working schedule that allows you to be home when children are out of school

Man Care/Help

____ less business and formal entertaining at home

____ fewer trips with mate on business or to conventions

____ active involvement of your mate in parenting chores such as settling children's arguments, being a confidante, listening and rendering emotional support

____ a give-and-take system of sharing in household chores (Older children can help out here too.)

Parent/Relative Care

____ Find a family replacement for you.

____ Hire someone to come in and care for the relative during your working hours.

____ If your support has been mainly psychological, share with the persons involved your reasons for working and invite their understanding. Explain that the new job will leave less time for visiting than before, but add that there will be time for them when you are not working.

Running the House

____ Involve the older children in cooking and cleaning, with special compensation.

____ Involve the children and husband in sharing cooking and cleaning chores without pay as part of the family's shared responsibilities.

____ Delegate chores and duties to your children and your mate and employ some domestic help for heavy cleaning.

____ Simplify by leaving sheets unironed; switching to wash-and-wears, paper napkins, etc.; and leaving some things undone.

Community Volunteering

____ Concentrate on those most meaningful to you.

____ Realize that your contribution now may best be monetary.

Time

____ full-time work

____ half-time work

Money

____ additional clothes expense

____ travel costs

____ additional food expense for your lunches, prepared foods, etc.

____ wages for housecleaning, care of child or relatives

____ increase in expenses for personal items like hairdressing and dry-cleaning

To Help You Begin

____ Are you prepared to deal with the need to say "no" the next time someone asks you to volunteer services for which your work no longer leaves time?

____ Can you explain to your child who has a grievance at 7:00 in the morning that you will talk about the problem that night when you both have more time?

____ Can you involve your family in scheduling to take account of your hours away from home?

____ Can you encourage the older dependent relative to find alternatives to the dependent relationship?

____ Can you count on your family's understanding that things may be rough as the new schedule goes into force?

____ Can you keep your long-range goals in mind as the periodic frustrations of the moment interfere?

BUT THEY STILL NEED ME!

Of course they do. But it's a fact that the quality of the time you spend with your children is more important than the amount.

It is also true that your children probably don't need you as much as they'd like you to think or as much as you'd like to think. Sure, everyone wants Mom around. Who wouldn't want a live-in maid. On the other hand, what would happen if you found out that your children could actually do some things for themselves like make their own breakfast. Would that bring you pain because you weren't needed or joy because they could take care of themselves?

Your children are not helpless! Effective parenting means encouraging children to become independent and self-reliant. That means they're old enough to put their toys away, hang up their clothes, and set the table, etc.

Research has shown that children grow more responsible and become concerned as they share in maintaining the household. Also, other studies have indicated that mothers who work outside their homes have better communication with their children than do mothers who stay at home. So one thing you can do when you begin school is to explain to your children what you're trying to do and how important it is for you. Include in your schedule, a time to be with your children -- to talk to them -- to listen to them -- to be with them in a way that feels good. For you and them.

What this means is that you, a mother, can choose a lifestyle that includes working or going to school without worry that this may have a detrimental effect on your children.

BUDGETING YOUR TIME

1. Plan your day around your time for study.

   Regardless of any vague feeling to the contrary, your college years are years for learning. There are valuable means of learning other than study, but your college career is undertaken for the purpose of developing your intellectual powers.

2. Adhere to a schedule for at least certain portions of the day.

   This is essential to the success of the student of average ability. After you make your time chart and begin to follow it, you will be surprised how easily you will fall into regular habits. You will be further astonished at the amount of excess time you will have as compared with your former careless daily regime.

3. First take out your time for sleeping and eating.

4. Plan to spend at least twice the amount of hours a week in study as the hours spent in class.

   This is the amount needed by the average student although some will need more, some less. The amount varies with a student's ability, background, and the effectiveness of his study habits.

5. Plan your play hours as carefully as your study hours.

6. Study just before or just after class.

   Most subjects can then be studied to best advantage. But this will not work out for all classes, by any means.

7. Employ the principle of incentives on yourself.

   Promise to give yourself a reward when you finish your work on time. One awarded herself one extra "night off" a week if she had kept up her schedule to that day in the week; this gave her recreation in the middle of the week when she needed it, but only if she deserved it.

8. Plan your day, every day.

   Your schedule may need to be broken, of course. You will find your work much easier, however, if you know in the morning what is planned for the day. Plan your schedule for work and play as though you were organizing a business. Be reasonable with yourself, but stick to plans. In a business or a profession you will work certain hours by schedule. In college it is your task to take the responsibility for enforcing your own time schedule.

DEVELOPMENT OF A TIME SCHEDULE

A. In making out this chart, the following steps and principles will be of help:

(1) Write in those activities for which the time is more or less set, such as eating, sleeping, class hours, and outside work. In doing this, be sure to allow adequate time for eating and sleeping.

(2) Next indicate the hours during which you expect to study each subject. Be specific. Try to spend at least twice the amount of hours studying as time in class.

(3) A definite period, minimum of one-half hour per subject, should be set aside on the weekend for review. Only thru systematic review will subject matter be "fixed."

(4) The hours left over are for recreation or family responsibilities. Students with many family and outside work schedules may find little time left over.

B. In assigning definite hours to study and recreation, certain principles are of assistance:

(1) Normally, it is better to study an assignment **just after** the class in which it is given if the class is usually a lecture section, or just before the class in which it will be used if emphasis is on recitation or discussion. In any case, it is highly efficient to review class and lecture notes and do preliminary advance preparation immediately after a class if you have a free period. Try to provide a brief period for reviewing the lesson just before going to class.

(2) Usually spend 30 minutes at a time for intense memorization, an hour for reading or text assignments, two hours for reports, themes, papers.

(3) It is generally wise to alternate the type of material to be studied so that two subjects that are alike or similar are not prepared consecutively.

(4) In studying over long periods of time, it is worth while to stop for a few minutes between chapters or between change of subjects. While resting, avoid any activity such as conversation which would make it difficult to return to whatever you were doing. A period of stretching and relaxation allows one to attack the next lesson with renewed energy and it prevents the immediate study of a different subject matter from interfering with the process of remembering.

(5) It is better to study a subject <u>every</u> day at the <u>same</u> time than to have occasional long sessions. This daily routine develops habits which facilitate deciding what to do next, in getting down to work and concentrating.

(6) Allow a "slowing down" period between the end of studying and starting for bed. Such a period of relaxation is apt to make going to sleep much easier.

(7) Make use of time between classes for study. Study in a room close by if possible so that time will not be lost.

(8) From 4:00 to 7:00 P.M. is the usual period for recreation during the week. Plan to use as much of this period as possible for such purposes.

C. Having developed an efficient time schedule, follow it until you habitually turn from each activity to the next one. It is a good idea to place the proposed time schedule where you will see it frequently, e.g., in the front of your notebook or on the wall of your room. Study your schedule carefully at the beginning of each day and check on yourself at the end of the day. Gradually the habit of turning from one particular activity to another will develop; getting down to work and concentrating will seem much easier. Make changes when necessary. Your schedule will need to be revised and at times broken. When special events or opportunities occur, rearrange your schedule--but during the normal course of events use the basic habit pattern to guide the flow of the day's activities.

D. Begin studying at your regularly set time rather than wait for a suitable mood before beginning to study. Try to finish all your work within the time limits set; do not rob yourself of recreation time. Since there is a time scheduled for everything, worry about work to be done is unnecessary. Carry around only those books which are scheduled for study. Study the subject scheduled rather than waste time trying to figure out what to study first. Once you are at the study table, try to go right to work; force yourself to postpone other activities until later. Check yourself whenever you start to daydream. Set a time or page limit on your work and try to finish your work within the time limits set; if you should finish early, take a short rest period.

STUDY SCHEDULE

1. Sketch present class schedule.

   a. Show work time

   b. Show meeting times for organizations

   c. Show time blocks which you are now using REGULARLY for study.

2. Plan (and place on paper) an IDEAL schedule for the same classes.

   a. Place classes in first (Use the information on scheduling for important suggestions on spacing classes and study periods.

   b. Then add short time blocks and/or after those classes from which you would profit more if you had an additional study period nearby.

3. Critically review your present schedule.

   a. State important needs which this schedule helps fulfill.

   b. State negative qualities of or discrepancies in your present schedule.

   C. List as many points as possible which could improve upon your present schedule.

PLAN OF STUDY, CLASSES, AND RECREATION

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00							
7:30							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
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SEVEN STEPS TO EFFICIENT TEXTBOOK STUDY

I. Survey Entire Book
   A. Check for study aids (headings, summaries, quizzes)
   B. Read preface
      1. Understand author's perspective
      2. Understand purpose or main idea of text
   C. Scan table of contents
   D. Check final pages - conclusion for what the author feels you should learn

II. Survey Each Chapter
   A. Read first paragraph
   B. Read first sentence following paragraph
   C. Read conclusion

III. Read for Main Ideas
   A. Read before classroom discussion
   B. Use discussion to clarify areas you need
   C. Remember lecture notes
   D. Take notes while you read
   E. Review notes on daily basis

IV. Question As You Read
   A. Why is this idea important?
   B. How does it relate to the whole?

V. Mark Up Your Book
   A. Underline main ideas
   B. Circle examples of main ideas
   C. Check or question ideas you don't understand
   D. Write notes in the margin

VI. Use Study Guides
   A. Leads you to important information
   B. Use additional readings if you have time (repetition helps clarify)

VII. Review Systematically
   A. Avoid cramming
   B. Turn main ideas into questions

EIGHT STEPS TO TAKING EXAMINATIONS

I. Make a Term Study Plan
   A. Develop a daily schedule that includes:
      1. Time to prepare for classes
      2. Time to prepare for tests
      3. Time to review notes
      4. Time to eat, sleep
      5. Time for play

   B. Study Area
      1. Keep reference books like the dictionary in the study area.
      2. Have paper, pen, supplies on hand.
      3. Keep area free from distractions.

II. Study and Review
   A. Study entire material the first time through.
   B. Review your notes to establish what you have learned.
   C. Review to establish relationships between ideas, concepts.
   D. Repetition helps you to retain information.

III. Don't overtax yourself
   A. Don't go over 1½ hours without a small break.
   B. Reward yourself with a cup of coffee, etc.

IV. Good Review Techniques
   A. Use notes after the first time when you have studied the entire material.
   B. Predict test questions
   C. Use study group (no more than five)
      1. Pick group carefully and have people come prepared with their materials.
      2. Others might see items you missed.

   D. Avoid cramming!!

V. Be Confident By Going Prepared
   A. Arrive early
   B. Eat before exam

VI. Pace the Test
   A. Read through whole test, so you can budget time.
   B. Organize your time.

VII. Objective Tests
   A. Recognize detail
   B. Judge alternatives
   C. Answer easy questions first
   D. Read whole question
   E. Eliminate answers in multiple choice

1. Reduce to gambler's choice
2. Questions that use absolutes are False.

VIII. Essay Questions
- A. Interpret
- B. Organize
- C. Be clear and concise.
- D. Jot down small outline of what you want to write.
- E. Leave space to add for details.
- F. Critically review to see if you need to add or eliminate.

IX. Two More
- A. Read directions and follow
- B. Read question that is answered
- C. Watch answer sheets

NUTRITION AND TEST TAKING

Good nutrition is needed to energize you, to keep you mentally alert, and to protect you against illness. While many students are attentive to good study habits, they completely ignore the role of nutrition in maintaining their alertness, retention, and concentration.

Many students open the day with coffee and white bread toast or a sweet roll. Then there is a morning coffee break with a doughnut and coffee. Lunch consists of a white bread sandwich or two with highly processed meat and a soft drink followed by a candy bar for dessert. At an afternoon break there is more candy or sweets washed down with soft drinks or coffee. Supper will consist of a TV dinner with more coffee followed by cake or pie. Evening snacks will include more soft drinks, greasy snacks like potato chips and lots of sugar laden snacks.

The brain needs adequate nutrition. When you are under stress, especially during examination, some nutrients are needed in larger quantities. High levels of vitamins C and B complex are needed to maintain properly functioning nervous and endocrine systems. Deficiencies of these can lead to anxiety reactions, depression, insomnia, cardiovascular weaknesses, stomach irritability and muscular weaknesses.

What happens to your levels of nutrients and your brain if you are smoking cigarettes, drinking large amounts of coffee, and eating doughnuts while you prepare for a test? If you are smoking large amounts of cigarettes while you are studying for a test, you are not giving yourself the best advantage. Each cigarette destroys 25 mg of vitamin C which, as you recall, is used up rapidly under stress condition. In other words, your body needs more of this vitamin when you are preparing for a test---not less.

Don't be a victim of the "sugar provides you with energy pitch." Get your energy from fresh vegetables and fruits. The refining of sugar involves toxic chemicals and gases which leave the white crystals devoid of vitamins and minerals. This sugar has been connected to the pitiful condition of teeth, obesity, diabetics, hyperactivity, schizophrenia, allergies, body chemistry imbalance, hypoglycemia, wide mood swings, and antisocial behavior. In preparing for a test, you will find what you eat and when you eat it will make a very positive change in your level of calm. A drop in blood sugar contributes to tension, anxiety, and general nervousness.

The brain needs energy just as all the other parts of your body does, and if it doesn't have enough of the right energy, it cannot function properly, and since glucose cannot be stored in the brain, it must be supplied regularly.

THE WRONG FOODS CAN MAKE YOU FORGET THE RIGHT THINGS

Low-blood sugar can cause blackouts and loss of memory; vitamin B6 (pyridoxine) has been found to improve memory. Students who are lowering their blood sugar levels with high intakes of sugars and refined starches, which require the B vitamins for metabolization, are doubly sabotaging their memories. Next time you feel badly about forgetting, think about what you have and have not been eating.

As part of your test preparation, you may wish to avoid caffeine. This means giving up coffee, tea, soda, and chocolate. You may drink herb teas and some brands of soft drinks that do not contain caffeine. Be aware that if you are dependent on caffeine, you may experience withdrawal which often includes headaches and irritation. This may last three or four days, but after that you will discover that you feel much better. Your overall level of relaxation will play a major role in minimizing test anxiety. Do not try to withdraw from caffeine

unless you have a minimum of two weeks before a major test so that it will not interfere with your studying or test preparation.

If you have given up sugar, caffeine and/or nicotine, and you find yourself tempted to use these again as you study, consider that this may be your body's way of letting you know it's time for a break. Instead try one or more of the following:

1) Do a breathing exercise or general relaxation exercise.
2) Engage in a physical activity. When you approach an intellectual task, be sure to engage in some kind of physical activity first so your mind will be maximally alert. Concentrated physical activity opens the mind, rendering it more alert. You can strengthen your intellectual capacity, that is, your problem-solving ability, by exercising before you engage in mental activity. A healthy body absorbs positive energy and releases negative energy during exercise; at the same time your body becomes more shapely, your mind becomes more at peace.
3) To satisfy your oral craving you might reward yourself with sunflower seeds or pumpkin seeds. Popcorn is another great snack. Instead of salt, sprinkle some debittered yeast (not brewer's yeast) on top. It tastes terrific and it adds vitamins galore. Fresh fruits and vegetables are rich sources of vitamins and minerals needed for steady nerves and alertness.
4) Drink cold drinks of water or sparkling water with lemon juice.

In conclusion, the best way to maintain your health as you take on the responsibility of school is to eat well balanced meals. Cut down on fats,

caffeine, nicotine, sugar, sweets, and alcohol. When you are under more stress than usual, especially during mid-term or finals, consider eating frequent, small meals four or five times a day rather than two or three large meals. Frequent eating avoids the stress associated with the hunger state and maintains a more constant blood sugar level to avoid hypoglycemic symptoms.

Take time for meals. Eat slowly and enjoy the natural relaxation that comes from nutritious foods eaten in peaceful surroundings.

RELAXATION INSTRUCTIONS
FOR STUDYING AND TEST TAKING

Removing anxiety and tension from your body is important for good studying as well as test taking.

You can begin to do this by breathing correctly! This means breathing slowly and deeply so we get enough oxygen into our bodies.

Begin by creating a comfortable setting. Settle down into a favorite chair, a couch, or a bed with a pillow. Loosen any restrictive clothing. Take off your shoes. Make sure the temperature of the room is comfortable for you and that you will not be interrupted. Dim the lights.

Now begin. Close your eyes... Become aware of your body. Notice any tension in your body. Adjust your position to become more comfortable. Now take a deep breath. Pretend your body is like a huge balloon. You are going to fill the bottom first. As you inhale slowly and deeply through your nose allow your stomach to expand. When you are as full of air as you can be, hold it for thirty seconds. Now begin to exhale even more slowly through your mouth. Empty the bottom of the balloon first; suck in your stomach and force the air out. Empty your chest, your throat, and your mouth until you have totally emptied your body of air. You are like a huge balloon. Push the air out. Hold it for thirty seconds before you repeat the process. Place your hand on your abdomen... Breathe deeply from your abdomen... Your abdomen should inflate like a balloon as you inhale and deflate as you exhale.

Inhale through your nose, inflating your abdomen... Exhale more slowly through your mouth, letting your abdomen relax... Inhale... Exhale... Inhale... Exhale... As you exhale think of releasing all the tension from your body... Inhale... Exhale... Let all the tension disappear. Remove your hand from your abdomen. Make sure you are comfortable. Continue your rhythmic breathing.

Concentrate on feeling heavy all over in a pleasant way. Study your own body

heaviness. This should give you a calm and reassuring feeling all over. Now let us work on tension and relaxation contrasts. Try to tense every muscle in your body. Every muscle: your jaws, tighten your eyes, your shoulder muscles, your arms, chest, back, stomach, legs, every part just tensing and tensing. Feel the tension all over your body--tighter and tighter--tensing everywhere, and now let it go, just stop tensing and relax. Try to feel this way of calm.

Now I want you to notice the contrast between the slight tensions that are there when your eyes are open and the disappearance of these surface tensions as you close your eyes. So while relaxing the rest of your body just open your eyes and feel the surface tensions which will disappear when you close your eyes. Now close your eyes and feel the greater degree of relaxation with your eyes closed. All right, let us get back to the breathing. Keep your eyes closed and take a deep, deep breath and hold it. Now relax the rest of your body as well as you can and notice the tension from holding your breath. Study the tension. Now let out your breath and feel the deepening relaxation--just go with it beautifully relaxing now. Breathe normally and just feel the relaxation flowing into your forehead and scalp. Think of each part as I call it out--just relaxing--just letting go, easing up, eyes and nose, facial muscle. You might feel a tingling sensation as the relaxation flows in. You might have a warm sensation. Whatever you feel, I want you to notice it and enjoy it to the fullest as the relaxation now spreads very beautifully into the face, into the lips, jaws, tongue and mouth so that your lips are slightly parted as the jaw muscles relax further and further. The throat and neck relaxing, shoulders and upper back relaxing, further and further, feel the relaxation flowing into your arms and to the very tips of your fingers. Feel the relaxation in your chest as you breathe regularly and easily. The relaxation spreads even under your armpits and down your sides, right into the stomach area. The relaxation becomes more and more obvious as you do nothing but just give way to the pleasant serene emotions which fill you as you

let go more and more. Feel the relaxation---stomach, lower back and the way through in a warm, penetrating, wavy, calm and down your hips, buttock and thighs to the very, very tips of your toes. The waves of relaxation just travel down your calves to your ankles and toes. Feel relaxed from head to toe. Each time you practice this you should find a deeper level of relaxation being achieved--a deeper serenity and a good calm feeling.

Now to increase the feeling of relaxation at this point, what I want you to do is just keep on relaxing each time you exhale, each time you breathe out for the next minute. I want to think the word relax to yourself. Just think the word relax as you breathe out. Now just do that for the next minute. Okay, just feel that deeper feeling of relaxation. To even further increase the benefits, I want you to feel the emotional calm, those tranquil and serene feelings which tend to cover you all over inside and out, a feeling of safe security, a calm indifference. Those are the feelings which relaxation will enable you to capture more and more effectively each time you practice a relaxation sequence. Relaxation will let you arrive at a feeling, a quiet inner confidence--a good feeling about yourself (five-second pause). Now once more feel the heavy sensations that accompany relaxation as your muscles switch off so that you feel in a good contact with your environment, nicely together, the heavy good feeling of feeling yourself calm and secure and very, very tranquil and serene.

Now we can deepen the relaxation still further by just using some very special stimulus words. Let's use the word calm and serene. What I would like to do is to think these words to yourself twenty times or so. Don't bother to count. Approximately twenty or thirty times just say to yourself calm and serene and then feel the deepening--ever, ever deepening--waves of relaxation as you feel so much more calm and serene. Now you just do that; take your time, think of the words and feel the sensations over and over. Good.

Now mentally repeat any of the following learning affirmations twenty times:

I can do it!
Learning is easy and fun for me.
Now I am reaching my goals.
Learning and remembering are easy for me.
My mind moves efficiently and effectively.
I am turning on the tape recorder in my mind.
My mind is like a sponge soaking up the things I need to know.
I am going to focus on this material now.

Before an exam, the following affirmations could be made:

I recognize the right answers at the right time.
I remember all I need to know.
I am calm and confident.
My memory is alert; my mind is powerful.

Good. Now I am going to count backward from 10 to 1. At the count of 5, I would like you to open your eyes, and then by the time I reach 1, just kind of stretch and yawn and then you can switch off the recorder and just go back and relax on your own. Okay, now counting backward: 10,9,8,7,6,5, open your eyes, 4,3,2, and 1. Now just stretch and kind of yawn and carry on relaxing as long as you wish.

How are you feeling now? You may never have been this relaxed before in your life. Practicing these exercises will help you study better and walk into your test feeling calm, serene, and self-confident.

NOTE: For further reference consult A. Lazarus "Daily Living: Coping with Tensions and Anxieties" (a series of cassette recordings incorporating three relaxation instruction) Chicago, Ill.: Instructional Dynamics, Incorporated.

EXAM PREPARATION AND REVIEW

Term end or exam preparation review notes

I. Make a comprehensive outline of the subject, using important concepts, major topic titles and subheadings, and explanatory sentences with key words.

II. Practice, aloud or to yourself, reconstructing all the material of the course while looking at this outline as reference and guide.

III. After practicing recognition and recitation of the subject material from the first outline, rewrite the outline using fewer sentences as cues, fewer subheadings, etc.

IV. Again verbally reconstruct the course material from this reduced reference.

V. Continue to alternate writing shorter and shorter outline and making verbal reconstructions of the entire subject, until a few key words or sentences will enable you to expand correctly and confidently upon each item, using only the shortest outline as reference.
   A. This kind of review enables you to see the complete development of a topic in terms of its essential points.

VI. Overlearning, by continuing to write and recite beyond the point of recognition and understanding, keeps this knowledge available longer for quick and easy reference.

VII. Time and work in learning have not substitute, but less time, if it is well organized, can result in more efficient work.

VIII. Re-read...each new reading will be spent more in questioning, thinking, and referring to the material for answers...again OVERLEARN.

PART VIII. TAKING EXAMINATIONS

Students approaching exams reasonably expect to obtain an exam mark which reflects the work and interest given to the subject during the term.

TIME

Time is a vital factor in any examination. Unless otherwise instructed, the student should take the first few minutes of the exam to read over the entire exam...reading all essay questions and major divisions in the objective part of the exam.

Allow ten to fifteen minutes for looking over the paper and finishing up longer answers, then allot an adequate answering time for each question. Stick to this schedule, even when it means leaving a confusing question... often by answering questions farther on in the test first ideas are developed which clarify the answer to the confusing question.

Objective exams

Go through the exam and answer as fully as time allows all questions to which answers are known. On objective exams, check with your instructor to see if wrong answers will be subtracted from right answers;

i.e., whether there will be a penalty for guessing. If so, mark only the answers of which you are reasonably sure. If not, mark answers to as many questions as possible, depending on your intelligent guesses.

Multiple-choice questions

When the only correct answer does not stand out, eliminate the obviously incorrect answers and examine remaining choices for ambiguity or too-inclusive, too-general terms...for example, a choice which involves an answer like,

as shown in the questioning-technique-of-teaching used ONLY by Socrates, should be carefully considered, for though the fact of Socrates' teaching technique is correctly stated here, the assertion that this technique was used ONLY by Socrates is one which an authority would hesitate to make in so general a way.

Fill-in-questions

There is only ONE correct answer to a fill-in question, unless otherwise indicated on the test. Again, going on and leaving a confusing question may later yield the association that clarifies its answer.

Matching questions

Concentrate first on the pairings which are most recognizable and make pairings you are sure of immediately. Then utilize every association and differentiating factor in your general knowledge pertinent to the subject to pair the remaining items.

Mixed-type questions

When the exam has both objective and essay type questions, it is often advisable to answer the objective questions first, having the remaining time to devote to essay answers. Answering objective questions may provide valuable cues for developing full answers to essay questions.

Essay questions

Read each question carefully to see ALL its parts. Divide the time you have allotted to the question to fit the parts of the question. On scrap paper, or inside the cover of the blue-book, jot down the outline for your answer, noting the important points, names and key words your answer will include. (Here the value of overlearned review notes will be obvious.) Write legibly, leaving margins, and with clear numbering and lettering. Leave the more difficult questions until easier ones are answered and you will be able to devote complete attention and the remainder of your time to them. Answers can be clarified by a typical, representative example. In sociology courses, for example, these can be of great illustrative value and can be included in the learnings of the exam-preparation review.

EXPLANATION OF EXAMINATION TERMS

The following section on examination terms has been quoted directly from a Residence Counselor's Manual compiled by the State University College of Education at Cortland, New York.

Reference. Bird, C. and Bird, D.
Learning More by Effective Study
New York: D. Appleton Century, 1945

Compare. When you are asked to compare, you should examine qualities, or characteristics, in order to discover resemblances. The term compare is usually stated as compare with, and it implies that you are to emphasize similarities, although differences may be mentioned.

Contrast. When you are instructed to contrast, dissimilarities, differences, or unlikenesses of associated things, qualities, events or problems should be stressed.

Criticize. In a criticism you should express your judgment with respect to the correctness or merit of the factors under consideration. You are expected to give results of your own analysis and to discuss the limitations and good points or contributions of the plan or work in question.

Define. Definitions call for concise, clear, authoritative meanings. In such statements details are not required but boundaries or limitations of the definition should be briefly cited. You must keep in mind the class to which a thing belongs and whatever differentiates the particular object from all others in the class.

Describe. In a descriptive answer you should recount, characterize, sketch, or relate in narrative form.

Diagram. For a question which specifies a diagram you should present a drawing, chart, plan, or graphic representation in your answer. Generally, the student is also expected to label the diagram and in some cases to add a brief explanation or description.

Evaluate. In an evaluation question you are expected to present a careful appraisal of both contributions and limitations.

Enumerate. The word enumerate specifies a list or outline form of reply. In such questions you should recount, one by one, in concise form, the points required.

Explain. In explanatory answers it is imperative that you clarify, elucidate, and interpret the material you present. In such an answer, it is best to state the "how" and "why", reconcile any differences in opinion or experimental results, and, where possible, state causes. The aim is to make plain the conditions which give rise to whatever you are examining.

Discuss. The term discuss, which appears often in essay questions, directs you to examine, analyze carefully and present considerations pro and con regarding

the problems or items involved. This type of question calls for a complete and detailed answer.

Illustrate. A question which asks you to illustrate usually requires you to explain or clarify your answer to the problem by presenting figures, pictures, diagrams, or concrete examples.

Interpret. An interpretation question is similar to one requiring explanation. You are expected to translate, exemplify, solve or comment upon the subject and usually to give your judgment or reaction to the problem.

Justify. When you are instructed to justify your answer you must prove or show grounds for decisions. In such an answer, evidence should be presented in convincing form.

List. Listing is similar to enumeration. You are expected in such questions to present an itemized series or a tabulation. Such answers should be given in concise form.

Outline. An outlined answer to organized description. You should give main points and essential supplementary materials, omitting minor details, and present the information in a systematic arrangement or classification.

Prove. A question which requires proof is one which demands confirmation or verification. In such discussions you should establish something with certainty by evaluating and citing experimental evidence or by logical reasoning.

Relate. In a question which asks you to show the relationship or to relate, your answer should emphasize connections and associations in descriptive form.

Review. A review specifies a critical examination. You should analyze and comment briefly in organized sequence upon the major points of the problem.

State. In questions which direct you to specify, give, state, or present you are called upon to express the high points in brief, clear narrative form. Details, and usually illustrations or examples, may be omitted.

Summarize. When you are asked to summarize or present a summarization, you should give in condensed form the main points or facts. All details, illustrations, and elaboration are to be omitted.

Trace. When a question asks you to trace a course of events, you are to give a description of progress, historical sequence, or development from the point of origin. Such narratives may call for probing or for deductions.

SELF-ASSESSMENT PROFILE

ITEM	Does not Concern me	Needs Improvement 1 2 3	Better 4 5 6	Good 7 8	Strong Point 9 10
Enthusiastic					
Understand self					
Goals oriented					
Success drive					
Good listener					
Persistent					
Poised					
Can make a decision					
Satisfying relationships					
Can plan time					
Concern for others					
Self-confident					
Anxious to please					
Optimistic					
Creative					
Generous					
Independent					
Ambitious					
Positive attitude					
Clear about future					
Take action					
Energetic					
Well-organized					

Rate yourself on each item. Draw your profile by connecting the marks you have made. Begin with the first item, draw a line to the second and on to the final item.

I CAN'T BELIEVE I MADE IT !!

TO TODAY'S WOMAN

The Pathway to success has many roads;

Some short,
Some with pitfalls,
Some with detours,
Some with reversals
Some with deadends.

The sweetest road is:

Direct,
Short,
Smooth,
And uncomplicated.

Do your best to determine one
Somewhere in between

And

Grow along the way to your goal.

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